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ABSTRACT

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a discussion of craftsmanship and technology, government separation of powers, and comparisons in literature. (CK)

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

CRAFTSMANSHIP AND TECHNOLOGY

LEVEL: I

UNIT: 5

LESSON: 1

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

Suppose one of your friends asks you what a tangerine is. You could explain it to him by saying that a tangerine is a type of fruit with an orange-colored skin that peels off. On the inside of the fruit are several sections, separated by thin skins. These sections come apart, and you eat them. It's very sweet and quite juicy.

When you finished with this description, your friend would have a pretty good idea of what a tangerine is. But there would have been an easier way for you to answer his question. You could have said, quite simply, that "a tangerine is like an orange."

When we say that one thing is <u>like</u> another, we are making a <u>comparison</u> -- that is, we are comparing two things. Let's take a look at some of the things you've learned so far, and see how they might have been taught using comparisons.

You learned what the elevation of a mountain is -- its distance above sea level. We might have told you that the elevation of a mountain is like the height of a man. That would have given you a fairly good idea of what <u>elevation</u> means, although you would not have known <u>exactly</u> what it meant.

You learned what a plateau was by looking at a drawing of one. We might have taught you the same thing by telling you that a plateau is like a mountain with the top sliced off.

When the climate of a polar region was described, we said that it was very cold, with a lot of snow and ice. You would have gotten the idea if we had told you that living in a polar climate would be like living in a refrigerator.

You learned what raw materials are -- the things that are found in nature that are used to make a product. We might have told you that raw materials are like the ingredients that go into a recipe to make a cake. You wouldn't have known exactly what raw materials are from that comparison, but it would have given you the general idea.

A comparison could have been used when you learned about the different forms of government. For example, we might have said that living in an anarchy would be like playing in an orchestra that didn't have a conductor. You would have known from that comparison that an anarchy was probably quite disorganized, and without a leader.

In one of the lessons that follows, you will learn more about comparisons. You will find out how to recognize them, and what can be learned from them.

Here are some comparisons that you may not understand now, because they contain words and ideas that may be unfamiliar to you. But after you have finished all the lessons in this section, the comparisons will be clear to you. Right now, they might be interesting to think about, but don't worry if you don't understand them completely.

A craftsman is like an artist.

Standardized goods are like carbon copies.

The judicial branch of our government acts as an umpire in a baseball game.

A system of checks and balances is like balancing weights on a scale, only power is being weighed instead of an object.

Time completed _____

INTRODUCTION

This lesson is presented in a different form than the lessons you have taken up to this point. First, you will come across a page to read. When you finish reading that, you will be told to go on to the next page. The next page will have frames with questions. It is important to do all the reading, as you will not be able to answer the questions in the frames correctly unless you have read the paragraphs that precede them. The questions are not test questions. You can refer back to the paragraph to find the answers. The questions are there to help your reading comprehension.

9

3. FILL IN THE BLANKS with the best words from the list below:

craftsmanship
mass production
specialized
standardized
technology

a. The manufacturing of large quantities of products is called _____.

b. Products which are all made according to the same model are called _____ goods.

c. Scientific discoveries applied to industry are an example of _____.

4. Which of the following were <u>results</u> of the Industrial Revolution?

a. ☐ big business developed

b. ☐ consumers traded their own products and services

c. ☐ fewer goods were available

d. ☐ machine power replaced craftmanship

e. ☐ more men were needed on farms to work the complicated machinery

f. ☐ new types of jobs were created

g. ☐ the number of skilled craftsmen increased

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 389-621

1.

When man first began producing things, he used methods that are very different from those in use today. For example, let's consider how shoes were made a few hundred years ago. They were produced by shoe craftsmen -- men who were well trained in the skill of making shoes. Each craftsman worked in his own home, or in a small shop, usually located in a village. The people who bought the shoes he made were the people who lived in or near the village. In other words, these craftsmen sold only to local markets. Each craftsman owned the few tools he needed. Each was his own boss, working independently. But the work was not steady. When no one came to buy shoes, the craftsman had no income. He often helped to support his family by doing a small amount of farming in addition to practicing his craft.

Today, shoes are made in a factory. The machines and tools used to make the shoes are owned by the factory owner. The shoes are made by several workers. One worker may make only the sole of the shoe. Another worker may make only the left side of the shoe. Another worker makes the heel. Still another punches holes in the heel for nails that will tack the heel to the shoe. Another worker puts the heel on the shoe. A worker in a shoe factory may be skilled at one aspect (part) of shoemaking, but he is not a craftsman. He is a skilled worker.

There are still craftsmen today, but not many. You will have to search a long time, even in a city as big as New York, to find a shoemaker who will make a pair of shoes to order. In many cities, you would not be able to find this kind of craftsman at all. It probably wouldn't even occur to you to have a pair of shoes made to order. When you need a pair of shoes, you just go into a store and buy a pair in the size you wear.

GO ON TO THE NEXT PAGE

1. Why was there an Industrial Revolution? (CHECK ONE)

   a. ☐ Man discovered many sources of power and developed technological uses for power in making goods.

   b. ☐ Man wanted to manufacture goods on a large scale because of a population increase.

   c. ☐ Many discoveries in technological farming allowed men to leave farms and work in factories.

   d. ☐ The old craft methods could no longer supply man's needs.

2. After each item on the left, MARK whether it took place before or after the Industrial Revolution:

	Before	After
a. Consumers buy standardized products.	☐	☐
b. Goods are made with complicated, power-driven machinery.	☐	☐
c. Production is small, usually just for a local market.	☐	☐
d. Products were most often exchanged for other products or services.	☐	☐
e. A worker specialized in making or assembling part of a product	☐	☐

2. In answering the following questions, you may go back to the passage on the previous page to find the answer. What is a craftsman? ☐ a factory worker skilled at making part of something ☐ a farmer who owns his own land ☐ a person skilled at making a complete product	a person skilled at making . . .
3. CHECK the example of craft: ☐ hand carving and finishing picture frames ☐ making soles and heels of shoes on a machine ☐ skillfully operating a drill press ☐ tailoring (sewing) a complete suit of clothes	hand carving and finishing . . . tailoring (sewing) a . . .
4. LABEL the following T for true or F for false. Be sure you read each sentence carefully. (Check back if you're not sure of the answer.) _____ Craftsmen do not exist today. _____ Craftsmen usually worked in their own homes or shops and owned their own tools. _____ In the days of craftsmen, there was a strict separation of labor -- the craftsman made shoes, the farmer grew crops. _____ A skilled worker is not necessarily a craftsman. _____ Today men make shoes in factories and their products are sold only in local markets.	F T F T F

OT

MASTERY TEST

Time started _____

10

5.

Today man has so many machines available to him that he does not need to make things by hand. You may be wondering why man was able to go from producing things by hand, with the use of tools, to producing things by machine.

The reason that man now has machines to do his work is that many sources of power were discovered. Man discovered how to use coal, oil, steam and electricity. This power could be harnessed to run machines. You have probably heard of a windmill or a waterwheel. They use the natural sources of power -- wind and water -- to do things such as grind flour.

But when it was discovered that steam could turn a wheel, things could be made much faster. An example of this is a sawmill, which saws timber many times faster than can be done by hand. A sawmill is run by steam power.

Electricity was one of the greatest discoveries. Electric power can run enormous machines. It can light entire cities, and enable you to telephone a person in Japan. You can see that having so many sources of power changed the way man did things, changed his techniques. Machines took over the work that men did by hand. Men were still needed to run the machines. Men still worked, but the nature of their work was different.

GO ON TO THE NEXT PAGE

INTERCHANGEABLE	On an assembly line, the final products are all the same. Each man works with only one part of a final product. The parts that <u>each</u> man uses are all alike. For example, if the final product of an assembly line were to be a razor, one man might have hundreds of razor handles. Each handle is fitted to the head of a razor. It does not matter which handle goes on which head. The parts are <u>interchangeable</u>.
MASS PRODUCTION	manufacturing products in large numbers on assembly lines; the products of mass production all look very much alike and are often interchangeable
STANDARDIZED GOODS or UNIFORM GOODS	goods that are very much alike, usually due to mass production

6. The simple tools used by craftsmen depended on manpower. The machines used in factories, the engines that run ships, drills, automobiles and airplanes are run by other sources of power. What is the source of power for a steam shovel? _____	steam
7. Which of the following are not examples of manpower? ☐ a car going downhill ☐ an electric light ☐ pushing a button that runs a machine; starts a machine ☐ putting in a new light bulb	a car . . . an electric light
8. What were the results of discovering new sources of power? ☐ a change in the nature of man's work ☐ the continued use of manpower as the main technique for making products ☐ many new techniques for producing things	a change . . .

VI

CRAFTSMAN	a person skilled at making a complete product EXAMPLE: tailoring a <u>complete</u> suit of clothes
SOURCES OF POWER	in this context, sources of power referred to different kinds of power used to run machines EXAMPLE: coal, oil, steam, electricity, etc.
MANPOWER	labor of man using his own strength EXAMPLE: a carpenter using a saw (machine)
TECHNOLOGY	the use of new discoveries and knowledge of the natural world for practical purposes such as making products. The growth of technology has made it possible for man to control many new sources of power and to put them to work for him in new and improved machines
INDUSTRIAL REVOLUTION	the change from craft to machine production
DIVISION OF LABOR	Each worker specializes in one small part of a total operation. Together they produce the complete product. EXAMPLE: For a pair of shoes, one man makes heels, another nails them in place, another makes the soles, etc.
ASSEMBLY LINE PRODUCTION	This is a method of production in which parts of an unfinished product move along a counter (in a line). Each worker sitting alongside the counter in a line does only one thing towards putting together the final product. The assembly line thus involves a division of labor. On such an assembly line, hundreds, sometimes thousands, of products can be finished in the same amount of time it used to take a craftsman to complete a single product!

9.

After man discovered steam and electricity, he invented many uses for this power. Hundreds of machines were invented for practical things such as making goods. The use of discoveries for practical purposes such as making products is called technology.

Man has been involved in technology for millions of years. You learned that early man didn't know much about his natural world. Gradually, though, he learned more and more. He learned how to control his natural environment. He discovered simple laws* about how nature worked. Whenever he applied these laws to practical aspects of his daily life, he was using technology.

When man learned that wind would turn a wheel, he invented the windmill to grind his flour. His technological use of wind power freed him from grinding flour by hand with a stone.

The tin can is another example of using the knowledge of how nature works to solve practical problems. The tin can allows us to store food for long periods of time. Before the tin can was possible, however, man had to discover a few things about nature. He had to discover that food spoils because of tiny germs called bacteria. Bacteria live in the air. When food is left in the air, these bacteria cause it to spoil. When food is sealed in a can with no air, however, it can't spoil because bacteria can't reach it.

Our world today is full of examples of technology. If you take a look around the room in which you are now sitting, you'll have trouble finding something that is not the result of technology.

It was the discovery of steam, electricity and other sources of power that made technology so important to modern man. Hundreds, no, thousands of uses for power have been invented. Technology has gradually changed the face of the world. Man has come a long way from the natural environment he was born into centuries and centuries ago.

GO ON TO THE NEXT PAGE

*Law in this context means how something happens in nature, or the reason for it.

24.

Why did money become the major means of exchange?

- ☐ The Industrial Revolution made trading much simpler.
- ☐ People did not make products that they owned, so they did not have products to trade.
- ☐ People had to be paid for their work in factories. It wouldn't have made sense to pay them in shoes or razor blades, so they were paid with money.

People did not make . . .

People had to be paid . . .

25.

The Industrial Revolution changed <u>consumption</u> as well as production. CHECK the statement that shows why this is true:

- ☐ Consumers could buy hand-crafted products for much less money.
- ☐ Consumers had little money and many products to exchange.
- ☐ Consumers now had a choice of low-priced, standardized goods.
- ☐ Consumers still lived in a simple economy and traded in local markets.

Consumers now had a . . .

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

10. Technology is (refer to lines 1-5 if you're not sure): ☐ methods of production, particularly factory methods and special skills ☐ using knowledge of the natural world for practical purposes	using knowledge of the . . .
11. Which of these is not an example of technology? ☐ the discovery of a new island ☐ the discovery of a new method of making paper ☐ the discovery of a new printing process ☐ the discovery of a new way to raise chickens	the discovery of a new island
12. Which of these discoveries was most important in making the modern world what it is? ☐ bacteria ☐ craftsmanship ☐ the tin can ☐ uses of power	uses of power

21.

Which of these could not be mass-produced?

- ☐ airplanes
- ☐ books
- ☐ goldfish
- ☐ haircuts
- ☐ pencil sharpeners
- ☐ roads
- ☐ trees
- ☐ typewriters

goldfish
haircuts

roads
trees

22.

When we say that standardized goods are uniform we mean that goods are:

- ☐ all alike
- ☐ expensive
- ☐ inexpensive
- ☐ made of raw materials

all alike

23.

What effect did the Industrial Revolution have on the type of work man did?

- ☐ It created jobs that moved men away from farming work.
- ☐ It created many new jobs running machines and working in factories.
- ☐ It improved craftsmanship.

It created jobs . . .

It created many new . . .

13.

A

When man discovered how to use coal, oil, steam, and electricity to create power, he opened up unlimited new possibilities for production. Most of the work previously done by hand can now be done by machines. The machines do the work more quickly, with few or no errors. Today, men no longer need to know how to make a complete product. Instead, they work in factories and specialize in one small part of the total operation. This means an even greater division of labor.

B

For example, a man might run a machine that tightens a particular screw on a bicycle. His job is just one of many that contribute to the final product. Quite often, the men who work on a particular part of a product sit in a line at a long counter. Parts of the unfinished product move along the counter, and each man does one thing towards assembling (putting together) the final product. Therefore, this method is called the assembly line method of production. On the assembly line, hundreds, sometimes thousands of products can be finished in the same length of time it used to take a craftsman to complete a single article.

C

On an assembly line, each man works with only one part of a final product. He has hundreds of these parts and they are all alike. For example, if the final product of an assembly line was to be a razor, one man might have hundreds of razor handles. Each handle is fitted to the head of a razor. It does not matter which handle goes on which head. The parts are interchangeable. The man on the assembly line fits any handle to a razor head and moves it along to the next worker, who may tighten the screw.

D

Industry was very much affected by new discoveries for the uses of power. Methods of production changed. Jobs changed. Because business changed so drastically, the change from craft to machines has been called the Industrial Revolution. Rapid technological progress was made in many fields, but the most dramatic was industry. It was the increasing application of technology in industry that marked a new age for man.

GO ON TO THE NEXT PAGE

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20.

A

Since large numbers, or masses, of articles can be produced on the assembly line, the method came to be called mass production. When a product is mass produced, it looks exactly like all the other products coming off the assembly line. Products made in this manner, according to a single standard or model, are known as standardized goods. As a result of this uniformity, each individual article costs less to produce than it would if different materials and methods were used for each article, as under the craftsman system. Thus, mass production led to the manufacture of huge quantities of standardized products that could be sold for lower prices than similar articles made by hand.

B

The Industrial Revolution created jobs. Men who used to work on farms could now work in factories. You can see how money became more and more important. There were many new jobs. Men had to be paid for their work.

C

They used their pay to buy what they needed -- food, clothing, and shelter. They used money to buy mass-produced, standardized goods. Because so many hundreds of products existed, trading in the old sense was no longer practical. Money became the most important means of exchange. Goods, services, and work were sold for money.

GO ON TO THE NEXT PAGE

14. Why did technology have such an effect on the production of goods? ☐ machines could make hundreds of products with few errors ☐ machines did so much work that men were not needed in factories ☐ power was used to make products rapidly by machines	machines could make . . . power was used to make . . .
15. For what type of production must the parts of a final product be <u>interchangeable</u>? (Refer to paragraph C.) ☐ assembly-line production ☐ craftsman production ☐ skilled and semi-skilled labor	assembly-line production
16. WRITE <u>T</u> for the statements that are true and <u>F</u> for the statements that are false. _____ As man began to apply his understanding of power to production, less and less hand work was done. Machines either replaced hand labor or changed it. _____ Division of labor was increased by the technology that resulted from the discovery of new sources of power. _____ In an assembly line method of production, one skilled laborer assembles interchangeable parts of a final product.	T T F

17.

What was the Industrial Revolution?

- ☐ a change in agricultural technology
- ☐ a change in the ways of manufacturing things
- ☐ an overthrow of the government
- ☐ a war between workers and their employers

a change in the ways . . .

18.

CHECK the changes that resulted from the Industrial Revolution:

- ☐ Each worker made an entire product.
- ☐ Machines did much of the work that used to be done by hand.
- ☐ More products could be made in the same length of time.
- ☐ There was an increase in specialization.

Machines did much of . . .

More products could be made . . .

There was an increase . . .

19.

Which of these people work on an assembly line?

- ☐ a man who attaches labels to jars
- ☐ a man who cleans up a large factory
- ☐ a man who puts transistors into radios
- ☐ a man who repairs televisions

. . . labels to jars

. . . into radios

PM 431 - 15

ED 069985

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

GOVERNMENT SEPARATION OF POWERS
LEVEL: I
UNIT: 5
LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

6. Which of the following are Presidential powers?

a. ☐ to command the army

b. ☐ to create a law

c. ☐ to declare a law unconstitutional

d. ☐ to set foreign policy

e. ☐ to try someone accused of breaking a law

f. ☐ to veto a law

7. Which of the following are examples of checks and balances?

a. ☐ Congress can change the number of judges in the Supreme Court.

b. ☐ Congress has the power to tax people and to borrow money.

c. ☐ Congress has the power to raise the salaries of Supreme Court judges.

d. ☐ Judges who serve in the nation's courts are appointed by the President.

e. ☐ Laws passed by Congress have to be approved by the President.

f. ☐ People accused of breaking laws are tried by the courts.

g. ☐ The President's choices for judges must be approved by the Senate.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-822

1. In earlier lessons on government, you learned that there are different kinds of governments, and that people have different ideas about how governments should be run. All governments are alike in certain ways, though. For example, all governments make laws. And all governments have ways of carrying out their laws. Most governments also provide protection for the people of the country. Different countries have set up different kinds of governments to do these things. In this lesson, you will find out how the United States government carries out its duties. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. In a totalitarian state, the powers of the government lie: ☐ in the hands of one person, or a small group of people ☐ in the hands of the people ☐ in the hands of representatives of the people	in the hands of one . . .
3. The men who set up our government did not want one man or one group of people to be able to run the country. So they planned a system in which the power was divided among three branches of the government. Each branch of the government was given certain things it can and cannot do. Together, these branches perform all the functions of government. This system is called <u>separation of powers</u>. This means that: ☐ each citizen has his own separate power for running local government ☐ each division of the government has certain things it can and cannot do	each division . . .

PANEL 1

Separation of Power in the United States Government

BRANCH	DUTIES
Executive	carries out laws
Legislative	makes laws
Judicial	-explains what laws mean -brings people to trial when they are accused of breaking a law -decides whether a law is permitted by the Constitution

4. The plan for this system of government was written in a document called the Constitution. The Constitution makes clear what each branch of government can and cannot do. Which of the following items of information would you find in the Constitution? ☐ the names of the judges in your state ☐ the present foreign policy ☐ which branch of the federal government is in charge of making laws	which branch of . . .
5. REFER TO PANEL 1 (Page 2). Panel 1 shows that the powers of the government are divided into three branches. The branch of the government that makes the laws is in charge of: ☐ explaining them ☐ judging people who break them ☐ making sure they are obeyed ☐ none of the above	none of the above
6. REFER TO PANEL 1 Using the information given in Panel 1, MATCH these words with their definitions. A. execute B. judge C. legislate 1. _____ create a rule 2. _____ decide which is correct 3. _____ perform; accomplish; do	1. C 2. B 3. A

1. The House of Representatives is part of the _____ branch of our government.

2. Our nation's courts belong to the _____ branch of our government.

3. The branch of our government which is in charge of carrying out the nation's laws is called the _____ branch.

4. The power to interpret laws lies with: (CHECK ONE)

   a. ☐ the citizens of the United States

   b. ☐ Congress

   c. ☐ the President

   d. ☐ the Supreme Court

5. To enact a law means to:

   a. ☐ carry it out

   b. ☐ interpret it

   c. ☐ pass it

   d. ☐ veto it

NOTE NOTE NOTE NOTE NOTE

Skip one(1) page to find page 23.

7. REFER TO PANEL 1 To "administer" means to "direct or manage." When we speak of the Administration, we are referring to which branch of the government? ☐ the executive branch ☐ the judicial branch ☐ the legislative branch	the executive branch
8. REFER TO PANEL 1 The main job of the President is to see that the laws of our country are put into effect. The President, therefore, is part of the _____ branch of the government.	executive
9. REFER TO PANEL 1 Courts are set up to make decisions about whether or not laws have been broken. The courts belong to the _____ branch of our government.	judicial

MASTERY TEST

Time started _____

10. REFER TO PANEL 1 The Senate and the House of Representatives make up our Congress. Congress is the law-making body of our government. The Senate belongs to the _____ branch of our government. The House of Representatives is part of the _____ branch of our government.	 legislative legislative
10a. REFER TO PANEL 1 When a law is passed, we say that it is <u>enacted</u>. Which branch of the government is in charge of enacting our laws? ☐ the executive branch ☐ the judicial branch ☐ the legislative branch	 the legislative branch
10b. Which of the following people would be involved in <u>enacting</u> our nation's laws? ☐ the judges ☐ the President ☐ the Representatives ☐ the Senators	 the Representatives the Senators

SEPARATION OF POWER	a system in which a government has more than one division and in which each division does things that other divisions cannot do
ADMINISTER	to direct or manage
ADMINISTRATION	the executive branch of the government
CONSTITUTIONAL	legal according to the Constitution
LEGISLATIVE	the branch of government that makes laws
EXECUTIVE	the branch that enforces or carries out laws
JUDICIAL	the branch explains laws; that brings people to trial; decides whether a law is constitutional
TO INTERPRET A LAW	to make the meaning of a law clear
AN INTEGRATED SCHOOL	a school that has both Negro and White students
COMMERCE	trade
A REPRESENTATIVE	a person elected directly by the people to serve a two year term in the House of Representatives in the legislative branch. The number of representatives from each state is based on the population of that state Example: New York has more people than Rhode Island. Therefore, New York has more representatives than Rhode Island.
A SENATOR	a person elected directly by the people to serve a six year term in the Senate in the legislative branch. Each state has two Senators
A SUPREME COURT JUDGE	a member of our judicial branch
THE PRESIDENT	the head of the executive branch of our government
CHECK	to limit or change
SYSTEM OF CHECKS AND BALANCES	a system that tries to prevent any one division of government from becoming too powerful

10c. When a law is <u>enacted</u> it is: ☐ broken ☐ carried out ☐ passed	passed
10d. Which branch of the government would enact a law prohibiting the sale of cigarettes to children under 18 years of age? ☐ the executive branch ☐ the judicial branch ☐ the legislative branch	the legislative branch

37.

What is the main reason for our government's system of checks and balances?

- ☐ to give more people a chance to take part in the government
- ☐ to make easier the job of ruling such a large country
- ☐ to make sure that the budget of the nation is balanced
- ☐ to prevent any one division of the government from becoming too powerful

to prevent . . .

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

11. Sometimes Congress makes laws that are not perfectly clear. Then questions arise as to how these laws should be applied. In these cases, it is up to a special court, called the Supreme Court, to explain exactly what a law means. The Supreme Court's decision in these cases is called its <u>interpretation</u> of the law. To <u>interpret</u> a law means to: ☐ break it ☐ carry it out ☐ legislate it ☐ make its meaning clear	make its meaning clear
12. Congress made a law saying that all children in this country should get an <u>equal education</u>. Some states wanted to have separate schools for Negroes and Whites. They said that the schools were equal. In this case, it was up to the Supreme Court to decide what the law meant by <u>equal education</u>. It decided that separate schools could <u>not</u> be equal. The states were ordered to integrate* the public schools as quickly as possible. In the example above, the Supreme Court: ☐ carried out a law ☐ enacted a law ☐ interpreted a law ☐ made a law *An <u>integrated</u> school is one that has both Negro and White students.	interpreted a law
13. REFER TO PANEL 1 The Supreme Court is part of the _____ branch of our government. CLOSE YOUR PANEL BOOK	judicial

34.

There are many ways in which each branch of our government prevents the other branches from becoming too powerful. This is called a system of checks and balances.

Our country's system of checks and balances provides a way for:

- ☐ the government to control the people
- ☐ parts of the government to control each other — parts of the . . .
- ☐ the people to control the government

35.

Our system of checks and balances provides for a balance of power between:

- ☐ the different branches of our government — the different branches . . .
- ☐ the different states
- ☐ our government and foreign countries
- ☐ the people and the government

36.

Which of the following are examples of checks and balances within our government?

- ☐ Before a treaty goes into effect, it must be ratified (approved) by Congress. — Before a treaty . . . .
- ☐ Federal judges are appointed by the President, but the President's choices must be approved by the Senate. — Federal judges . . . .
- ☐ The legislature has the power to tax people, and to borrow money.
- ☐ The President has the power to make treaties with foreign nations.
- ☐ The President has the power to veto a law passed by Congress. — . . . passed by Congress.
- ☐ The Supreme Court can say that a law passed by Congress is unconstitutional. — The Supreme Court . . . .

14.

Sometimes questions arise concerning whether or not a certain law is constitutional.* In such cases, it is the job of the Supreme Court to decide whether or not Congress has the right to make the law that it did.

If the Supreme Court decides that Congress did not have the right to make the law, it will declare the law unconstitutional. This means that:

- ☐ all the Congressmen who voted for the law will be fired
- ☐ anyone who breaks the law will be punished by the Supreme Court
- ☐ the Constitution will have to be changed
- ☐ the law will no longer be a law

the law will . . .

*Constitutional means legal under the Constitution.

32.

Suppose the Supreme Court judges began to declare many of the laws passed by Congress unconstitutional. In other words, the Supreme Court began to become too powerful. Which of the following are things that the legislative branch could do to check (limit or change) the power of the judicial branch?

- ☐ add new judges who would vote in favor of the laws passed by Congress
- ☐ eliminate (get rid of) the Supreme Court
- ☐ fire the judges who voted against the laws passed by Congress

add new judges . . .

33.

MATCH the following:

A. executive check on the judicial branch

B. executive check on the legislative branch

C. judicial check on the legislative branch

D. legislative check on the executive branch

E. legislative check on the judicial branch

1. _____ The President can veto a law.
2. _____ Congress can override the President's veto.
3. _____ The President appoints judges.
4. _____ The Senate must approve judges appointed by the President.
5. _____ The Supreme Court can declare a law unconstitutional.
6. _____ Congress sets the salaries of judges.

1. B
2. D
3. A
4. E
5. C
6. E *

* According to the Constitution, Congress can raise (or refuse to raise), but it cannot lower the salaries of Supreme Court Justices during their term of office.

15.

A law was made requiring every United States citizen to pay the government a certain **percent of his earnings** -- an income tax. Mr. Z complained that the government had no right to make a law like that. But it was decided that the law was constitutional. Certain people were appointed (chosen) to collect the money. Mr. Z then refused to pay his share of the tax. So he was given a trial and found guilty of breaking the income tax law.

WRITE the correct word from the list in each of the blanks below:

executive
judicial
legislative

Which branch of the government would have made the law about collecting an income tax? _____ legislative

Which branch of the government would have decided that the law was constitutional? _____ judicial

Which branch of the government would have appointed people to collect the money? _____ executive

Which branch of the government would have tried Mr. Z? _____ judicial

30. Which of the following is a way in which the judicial branch of the government can keep the legislative branch from getting too powerful? ☐ Congress has the power to pass laws over the President's veto ☐ the courts give trials to people accused of breaking laws ☐ the President can veto a law passed by Congress ☐ the Supreme Court can declare a law unconstitutional	the Supreme Court . . .
31. Congress has the power to set the salaries of the judges in the nation's courts. It can also change the number of judges on the Supreme Court. For example, if Congress felt that there were too many men on the High Court who thought in a certain way, they could add a few members to the Court, and make sure that the new members would think differently from the previous majority. The powers described above are examples of: ☐ executive checks on the judicial branch ☐ judicial checks on the legislative branch ☐ legislative checks on the executive branch ☐ legislative checks on the judicial branch	. . . the judicial branch

16.

MATCH the following:

A. executive branch

B. judicial branch

C. legislative branch

1. _____ carries out laws
2. _____ decides if a law is unconstitutional
3. _____ interprets laws
4. _____ writes laws
5. _____ tries people accused of breaking laws

1. A
2. B
3. B
4. C
5. B

17.

So far, when we have talked about the executive branch of the government, we have talked about its function of carrying out the laws made by Congress. But the executive branch also has several other important functions. In order to clarify (make clear) the functions of the executive branch, we could talk about the powers of:

- ☐ Congress
- ☐ the President
- ☐ Supreme Court judges
- ☐ United States citizens

the President

28. If the President refuses to sign a law, Congress can override his veto. In other words, the law can be put into effect without the President's approval, if two-thirds of each of the Houses of Congress votes for the law. The system described above is a way of making sure that: ☐ the executive branch doesn't become too powerful ☐ the legislative branch doesn't become too powerful	the executive branch . . .
29. Here is another example of a way that one branch can check up on another branch: The President has the power to appoint, or choose, the judges who serve on the nation's courts. In this way, the President has a way of controlling, in part, the decisions of the court. He could appoint only those judges who would decide cases the way the President wants them to. To prevent the President from doing this, the Senate has the power to approve or not approve the President's choices. Under the system described above: ☐ the legislature has some control over the executive branch ☐ the President has some control over the judicial branch ☐ both of the above ☐ neither of the above	both of the above

18. One of the duties of the President of the United States is to act as Commander-in-Chief of the armed forces. Since the President cannot actually train and lead all the American troops himself, he appoints people to do this job for him. But it is still his responsibility, or duty, to see that the job is done correctly. Which of these men would be chosen by the President to help him carry out his duties as Commander-in-Chief of the armed forces? ☐ Secretary of Commerce* ☐ Secretary of Defense ☐ Secretary of Labor ☐ Secretary of the Treasury *Commerce means trade.	Secretary of Defense
19. Another duty of the President is to carry on our country's affairs, or dealings, with other countries. In other words, the President sets the foreign policy of our nation. This means he: ☐ determines how the United States will act towards and with other countries ☐ says how many foreigners will be allowed into the United States each year ☐ sets up a police force to keep out foreign countries	determines how the...
20. The President appoints men to help him carry out the laws and programs of our country. The men who head the main departments of the government are called cabinet members. Examples of cabinet members are the Secretary of Labor, the Secretary of Defense, the Secretary of Agriculture, and the Secretary of State (who handles foreign affairs). Cabinet members are part of the: ☐ executive branch ☐ judicial branch ☐ legislative branch	executive branch

25. In a totalitarian country such as Cuba, Castro: 1. ☐ makes the laws 2. ☐ decides if they are good laws 3. ☐ tries people for breaking the laws In the United States, to which branch of the government does each of the above powers belong? 1. _____ 2. _____ 3. _____	makes . . . decides . . . tries . . . legislative judicial judicial
26. In our country, when you feel that you are being treated unfairly in connection with a certain law, you: ☐ can complain to a branch of the government that had nothing to do with making the law ☐ must take up the matter with the men who made the law	can complain . . .
27. There are specific ways of making sure that none of the branches of our government get too much power. Each branch has several things it can do to "keep an eye" on the other branches. For example, the legislative branch has the power to make the laws of the country. But before a law goes into effect, it must be approved by the President. If the President does not think a law will be a good one, he can veto it (refuse to sign it). The veto power of the President is a way of making sure that: ☐ the legislature doesn't become too powerful ☐ the President doesn't become too powerful	the legislature . . .

21. CHECK the things below which are duties of the President: ☐ commanding the army, navy and air force ☐ deciding whether laws are constitutional ☐ deciding whether or not accused criminals are guilty ☐ enforcing (carrying out) laws ☐ making laws ☐ setting foreign policy	commanding the army . . . enforcing (carrying out) laws setting foreign policy
22. LABEL each of the duties below using the following key: E - Executive J - Judicial L - Legislative _____ command the navy _____ conduct a trial for a man accused of stealing _____ decide whether or not a law is unconstitutional _____ meet with the leaders of foreign countries _____ pass an act forbidding discrimination against people because of their race, color, religion or national origin _____ sign an act passed by a majority of Congress, making it a law	 E J J E L E

23. A Representative in the House of Representatives is part of the _____ branch of our government.	legislative
A Senator is part of the _____ branch of our government.	legislative
A Supreme Court judge is part of the _____ branch of our government.	judicial
The President is the head of the _____ branch of our government.	executive
24. Now that you understand how our government provides for a separation of powers, let's see why such a system is important. Suppose you lived in a totalitarian country such as Cuba, under the leadership of Castro. Castro makes the laws, he enforces them, and he decides when they have been broken. If you lived in Cuba, and you were accused of breaking a law, you would not be able to defend yourself very well. You could only go to Castro himself to say that you were being treated unfairly. But since Castro made the law in the first place, he would be sure to say that it was a good law and that you were guilty of breaking it. In a country such as Castro's Cuba, the power of the government is: ☐ centered around one man ☐ in the hands of the people ☐ spread out between several divisions of the government	centered around one man

PM 431 - 16

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

COMPARISONS IN LITERATURE
LEVEL: I
UNIT: 5
LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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SD

7. The comparison in line 1 is:

   a. ☐ explicit

   b. ☐ implicit

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 389-823

1. READ these statements: Living under a Fascist government is like having a rope around your neck. After the hurricane the countryside looked like the city dump. When you go to the dentist for the first time, it's like walking off a cliff. In what way are these sentences <u>similar</u> (like one another)? ☐ Each sentence states that something is like something else. ☐ Each sentence gives the definition of a word.	Each sentence states . . .
2. When a sentence states that one thing is <u>like</u> another thing, it makes a <u>comparison</u>. Which of these sentences make <u>comparisons</u>? ☐ The wind was a lion's roar. ☐ The wind was cold and strong that day. ☐ The wind was more like a roar than a whisper.	The wind was a lion's roar. The wind was more like a . . .

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4. READ the following paragraph:

> The human eye has often been compared to a camera. Like the camera, the eye has a surface that receives an upside-down picture of the world, an opening that regulates the amount of light admitted, and a lens for making things appear clearly. In addition, the eye has two things not found in a camera, fluids (liquids) and three pairs of muscles to control the movements of the eye.
>
> While the eye is very much like a camera in its design, it makes "errors" in seeing which the camera does not. Some of the errors arise from the influence that our attitudes and habits have on what we see. It has been found, for example, that if a group of hungry people and a group of people who have just completed a full meal are shown certain unclear objects, the hungry group will think that the unclear objects have something to do with food.

What is being compared in the first sentence?

_____

5. Human attitudes and habits are mentioned to show that the eye is:

   a. ☐ in contrast to the camera

   b. ☐ similar to the camera

6. LABEL the following statements C if they show contrast and S if they show similarity:

   a. _____ In addition, the eye has two things not found in a camera.

   b. _____ Like the camera, the eye has a surface.

   c. _____ While the eye is very much like the camera in its design, it makes "errors" in seeing.

3. A comparison tells you about something by relating it to something else. For example, if you don't know what Fascism is, you can get an idea from this sentence: Living under a Fascist government is like having a rope around your neck. What do you know about Fascism from the comparison? ☐ It's a government that keeps you under tight control. ☐ It's a government that makes life easy. ☐ It's a pleasant form of government that has great freedom. A comparison: ☐ lists two things ☐ relates two things	. . . government that keeps . . . relates two things
4. If the countryside after a hurricane is compared to a city dump you can guess that the hurricane. ☐ is an organized way of changing the countryside ☐ made a mess of things	made a mess of things
5. A comparison: ☐ explains something by relating it to something else ☐ explains what something means by defining it	. . . something by relating . . .

2

1. He knew that he could fix the car so that it would run as smoothly as a clock.

The purpose of the above comparison is to describe: (CHECK ONE)

a. ☐ the difference between a car and a clock

b. ☐ how well he could fix the car

c. ☐ what he would do to fix the car

2. Which of the following is not a comparison? (CHECK ONE)

a. ☐ A clear day was better for fishing.

b. ☐ Everyone knew how to talk to the cook.

c. ☐ He knew more than when he started.

d. ☐ He swam like a champion.

e. ☐ He was a lion on the football field.

3. Which of the following comparisons show quantity? (CHECK ONE)

a. ☐ The camera cost more than a radio.

b. ☐ The country resembled a mining town.

c. ☐ Everyone tried to work like an expert.

6. PUT a C next to the statements that make comparisons: a. _____ Andy knew Arnold about as well as he knew the ancient Egyptian language. b. _____ Division of labor is an efficient organization of labor. c. _____ The horse was ugly. d. _____ The horse was ugly as a worn-out cow. e. _____ How can you tell a spoiled tomato from a ripe one? f. _____ Leaving school is difficult. g. _____ A non-relevant fact is like salt in your coffee.	a. C d. C e. C g. C
7. Comparisons relate things to each other. They often use connecting terms to relate things. Some of these are: like, as, resemble, than, similar. READ this comparison: The man was busy as a beaver. In the sentence above, the man is compared to a _____. What is the connecting term? _____	beaver as

MASTERY TEST

Time started _____

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8. like similar resemble than as Use the connecting terms above to fill in the blanks. It is colder in the South Pole _____ near the equator. Although they come from two parts of the world, their customs are _____. Because they go to the same school their paintings _____ each other. Environment means the same thing _____ surroundings.	 than similar resemble as
9. READ these comparisons: Visiting Paris was like meeting an old friend. The wind was as loud as a lion's roar. Visiting Paris is compared to _____. The wind is compared to _____. CHECK the connecting terms that are used in the above comparisons: ☐ as ☐ like ☐ resemble ☐ similar ☐ than	 meeting an old friend a lion's roar as like

SIMILAR	like one another
COMPARISON	a sentence that shows how two things are similar (or different)
connecting terms which show similarity	LIKE, AS, RESEMBLE, THAN, SIMILAR TO
RITUAL	a formal worshipping custom
AN IMPLIED COMPARISON	a comparison that does not use a connecting term EXAMPLE: Governments are fathers to us all.
AN EXPLICIT COMPARISON	a comparison that uses connecting terms EXAMPLE: Governments are like fathers to us all.
IMPLY	to say something indirectly
CONTRAST	a comparison that shows how different one thing is from another
ETERNAL	everlasting

10. Imitation is like the key that opens a lock. In this comparison, imitation is being compared to a: ☐ key ☐ lock ☐ person What is the connecting term? ☐ like ☐ resemble ☐ similar	 key like
11. CIRCLE only the connecting terms in the following comparisons: The baby resembled his father. Watching someone else do it is easier than doing it yourself. The frozen food was as hard as a rock. A song is like a poem. The new house was similar to the old one. Consumption and production are as close to each other as a cub and its mother.	 resembled than as like similar as

60

40.

Andy knew his partner as well as he knew how to find his house in the dark.

Andy's knowledge of his partner is compared to his knowledge of:

_____

finding his house in the dark

What is the purpose of the above comparison?

- ☐ to describe Andy's knowledge of his partner
- ☐ to describe how Andy finds his house
- ☐ to show how Andy learns

to describe Andy's . . .

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

12. The custom of wearing something blue on a wedding day resembles a primitive ritual.* Wearing something blue is compared to a: ☐ custom ☐ primitive ritual ☐ wedding day The connecting term in the above comparison is _____. *A ritual is a formal ceremony.	primitive ritual resembles
13. Using the connecting term as, WRITE a sentence that compares the sun to a furnace. _____ Using the connecting term like, WRITE a sentence that compares taking a test to walking on a tightrope. _____	The sun was as hot as a furnace that day. (or equivalent response) Taking that test was like walking on a tightrope! (or equivalent response)

38.

A comparison relates two or more things for a purpose. The purpose of a comparison is usually to describe, illustrate, or explain something.

Living with Fascism is like having a rope around your neck.

What is being compared?

- ☐ Fascism and a rope around your neck
- ☐ having a rope around your neck and having nothing around your neck
- ☐ living and Fascism

The purpose of the comparison is to describe:

- ☐ living
- ☐ living under a Fascist government
- ☐ strangling yourself

Fascism and a rope . . .

living under a Fascist . . .

39.

A person reflects his culture the way a glass reflects light.

The purpose of the above comparison is to describe:

- ☐ the difference between people and glass
- ☐ the effect of culture on a person
- ☐ how glass reflects light

the effect of culture . . .

14. Many comparisons use connecting terms. Some don't. READ these comparisons: A. Governments are fathers to us all. B. Governments are like fathers to us all. In both of the above comparisons, governments are compared to: _____ Which comparison does not use a connecting term? ☐ A ☐ B	 fathers A
15. When a comparison does not use a connecting term, the comparison is <u>implied</u>.* When a comparison uses connecting terms directly, it is an <u>explicit</u> comparison. PUT an <u>E</u> next to the <u>explicit</u> comparison and an <u>I</u> next to the <u>implicit</u> comparison. _____ Governments are fathers to us all. _____ Governments are like fathers to us all. *You learned the word imply in an earlier lesson. <u>Imply</u> means to say something indirectly. An <u>implication</u> is something suggested or stated indirectly. Something is <u>implicit</u> when it is not directly expressed but suggested or hinted at.	 I E

36. A democracy has more freedom than a tyranny. A democracy is compared to: _____ The comparative term that shows how much freedom a democracy has is: _____	 a tyranny more
37. REVIEW FRAME The wind was a lion's roar. In the above statement the wind is compared to a _____ . There is no connecting term in the above comparison. This means that the comparison is: ☐ explicit ☐ implicit WRITE the same comparison using the connecting term like: _____ Comparisons can show: ☐ difference ☐ quantity ☐ similarity	 lion's roar implicit The wind was like a lion's roar. difference quantity similarity

16. An implicit comparison has <u>no</u> connecting term. WRITE <u>I</u> next to the implicit comparison(s): _____ He was like a lion. _____ He was the lion of the party. _____ He was stronger than a lion.	 I
17. An <u>explicit</u> comparison uses a connecting term. WRITE an <u>E</u> next to the explicit comparison(s): _____ Reading that book was like breathing. _____ She was a rock of strength. _____ The spring was like a present.	 Reading that book . . . The spring was like . . .
18. An <u>implicit</u> comparison <u>implies</u> the connecting term. An explicit comparison uses the connecting term. WRITE an <u>I</u> next to the implicit comparisons and an <u>E</u> next to the explicit comparisons. _____ The ground was about as solid as a sand-pile. _____ She was a bird on the wing. _____ She was happy as a lark.	 E I E

33.

Another way of saying that a word compares how much is saying that it compares quantity. CHECK the following comparative terms that compare quantity:

- ☐ easy
- ☐ faster
- ☐ greater
- ☐ hard
- ☐ is
- ☐ less
- ☐ more
- ☐ most

faster
greater

less
more
most

34.

He was a better tennis player than his brother.

The restaurant was more expensive than he had expected.

The comparative terms in the above comparisons are:

- ☐ better
- ☐ less
- ☐ more
- ☐ worse

better

more

35.

There is less government control in an anarchy than in a democracy.

A democracy is compared to:

_____

an anarchy

The comparative term is _____.

less

19. The dictator made the people behave like puppets. This is an example of a comparison that is: ☐ explicit ☐ implicit	explicit
20. Rain is milk to vegetables and trees. This is an example of a comparison that is: ☐ explicit ☐ implicit	implicit
21. PUT an I next to the comparisons that are implicit, and an E next to the comparisons that are explicit. _____ Facts are the cement of opinions. _____ Mothers can be like judges. _____ Voicing an unpopular opinion is like wearing a sign: everyone stares at you. _____ Wages are the fruit of labor. _____ Money is as necessary for business as oil is for a car. _____ He was a rat.	I E E I E I

31. She was richer than her cousin. A democracy has more freedom than a tyranny. He had less training than the other player. He was the most popular boy in the class. The above sentences all compare: ☐ how much ☐ how similar ☐ what kind	how much
32. When a comparison is made to show how much, the <u>comparative</u> terms <u>more</u>, <u>less</u>, <u>most</u>, <u>greater than</u> are often used. When the letters "er" are added to a word, it becomes a comparative term. CIRCLE the <u>comparative terms</u> that show how much: A democracy has more individual freedom than a tyranny. This year he was happier than he was last year. There is less government control in an anarchy than in a democracy. She was the most beautiful girl he had ever seen.	more happier less most

22. READ this paragraph: (1) Studying is like taking a trip around the world. (2) Each subject is another city. (3) The only trouble is that you have to keep reading; you can't spend as much time in each city as you want to. The sentences that are examples of implicit comparisons are _____.	2, 3
23. READ these comparisons: 1. They were as different from each other as an elephant from a spider. 2. They were like two peas in a pod. 3. Living under a Fascist government is like having a rope around your neck. 4. They resembled each other. 5. Their language was unlike anything he had ever heard. Some of the above comparisons show things that are <u>like</u> each other. Some show things that are <u>different</u> from each other. Which comparisons show <u>likeness</u>? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Which comparisons show <u>difference</u>? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	2 3 4 1 5

29. MATCH the following comparisons with the column on the right. A. Efficient production is like a well-oiled car. B. The argument was about as clear as a swamp. C. His knowledge of prehistory resembled a primitive's knowledge of airplanes. D. Culture is like a rainbow; it depends upon where you're standing. E. Reading a map is not like reading a letter. F. Living near the mountains is not like exploring the mountains. 1. _____ similarity 2. _____ contrast	1. A, B, C, D 2. E, F
30. One kitten was unlike the others. The comparison shows _____. A comparison that shows how two or more things are alike shows _____. A comparison may show either _____ or _____.	contrast similarity similarity contrast (any order)

24. Comparisons can relate two things to show how they are alike or how they are different. Comparisons that show how things are alike show <u>similarity</u>. Comparisons that show how things are different show <u>contrast</u>. LABEL the following comparisons <u>C</u> if they show contrast and <u>S</u> if they show similarity:	
_____ A jungle climate is not at all similar to the Eskimo environment.	C
_____ They are as different from each other as anarchy from tyranny.	C
_____ He felt like a bull in a china shop.	S
_____ He was happy as a lark.	S
_____ The boat rocked like a see-saw.	S
25. In one of the first lessons you took on word meanings, you learned that <u>contrast</u> can mean <u>opposite</u>. You found that sometimes you could figure out the meaning of a word by looking for a word that was opposite in meaning. Here is an example: Although he was poor, he could tell any rich person a thing or two about cars. If you did not know the meaning of poor, you could discover it from a word in contrast -- rich. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

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26. MATCH the following: A. alike B. different C. resembles 1. _____ contrast 2. _____ similarity	 1. B 2. A, C
27. The sea is like an eternal* mother. The above comparison relates the sea to: _____. The comparison shows: ☐ contrast ☐ similarity *Eternal means lasting forever.	 an eternal mother similarity
28. The two sisters were as different as the seasons. The above comparison relates the seasons to: _____. The comparison shows: ☐ contrast ☐ similarity	 two sisters contrast

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